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1. Introduction

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During adolescence, violence using new technologies is one of the major causes of discomfort experiences felled by young people, involving not only teenagers but also educators, parents and other professionals affected by this phenomenon: cyberbullying.

Cyberbullying is an aggressive intentional act carried out by a group/individual, using electronic forms of contact against a victim who cannot easily defend him/herself (Smith et al., 2008). It elicits depression, anxiety and stress that affect victims and perpetrators (Çetin et al., 2012), since their roles are less defined on online environments (Park, Na & Kim, 2014).

2. Objectives

To identify cyberbullying existence and its relationship with anxiety, depression and stress.

3. Material and Methods

We used a sociodemographic questionnaire, a specific questionnaire for cyberbullying (adapted from Campos, 2009) and the EADS (Lovibond & Lovibond, 1995; Pais Ribeiro et al., 2004) to assess anxiety, depression and stress. Cyberbullying questionnaire from Campos was adapted from other studies (Dehue, Bolman & Völlink, 2008; Li, 2007; Solsberg & Olweus, 2003; Strom & Strom, 2005; Wolak, Finkelhor & Mitchell, 2008), including 14 questions about frequency and type of informatics technology usage, as well bullying done by these technologies. Both victim and perpetrator role was separated, since according literature sometimes the adolescent have the double role at different juvenile groups.

The questionnaires were applied to 1.358 students from Portuguese north region (66% from urban area and 44% from rural area), who anonymously participated, after formal authorization from the schools. Mean age was 14,4 (SD=2,31) years and 56% were female. 29% were from 5th to 7th grade, 29% were from 8th to 9th grade and 41% were from 10-12th grade. 66% didn't failed during school progression years and 95% lived with nuclear family (parents, sister/brothers and grandparents).

4. Results and Discussion / Results

Cyberbullying was found on 27% participants and 10% had dual role of victims/perpetrators, varying with gender (more female victims), age and academic achievement (more frequent between 13-15 years and on unsuccessful academic cases). Mobile phone of Facebook are more used by adolescents (Figure 1) and different behaviors are used by victims and perpetrators (Figure 2), which sometimes have double role (Figure 3). Higher association between cyberbullying and anxiety/depression/stress appears on victims or dual role cases (Figure 4), with statistical differences (p=,000), despite low means (0-4 scale).

5. Conclusion

During adolescence, violence using new technologies elicits psychological discomfort, involving the teenager, educators, parents and other professionals (Çetin et al., 2012). School health promotion programs should be more alert to diagnose these situations and to help victims and perpetrators.

6. References

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4. Results and Discussion / Results (cont.)

Figure 1. Percentage of use for each technology type

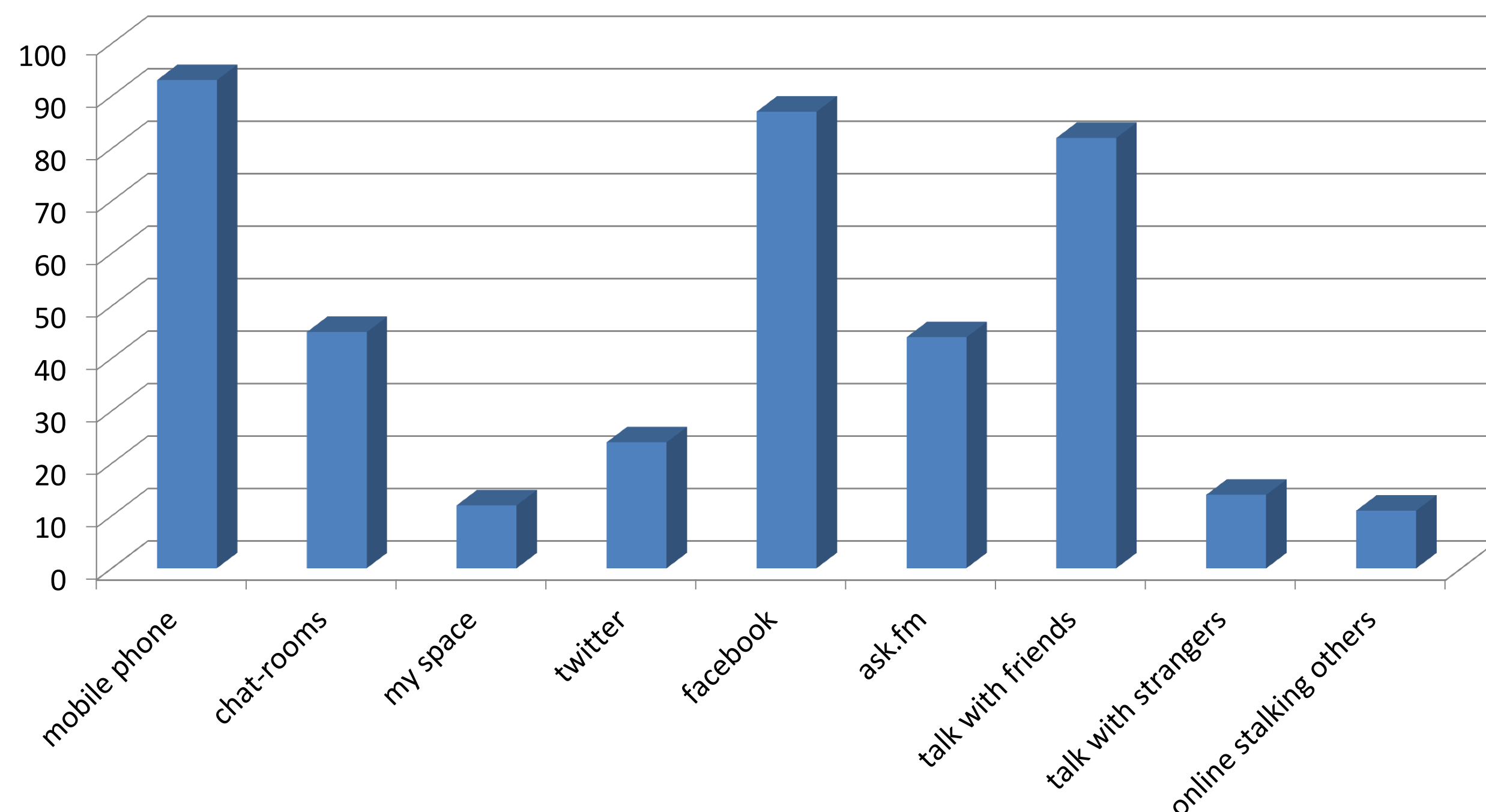


Figure 2. Frequency of behaviors from victims and perpetrators

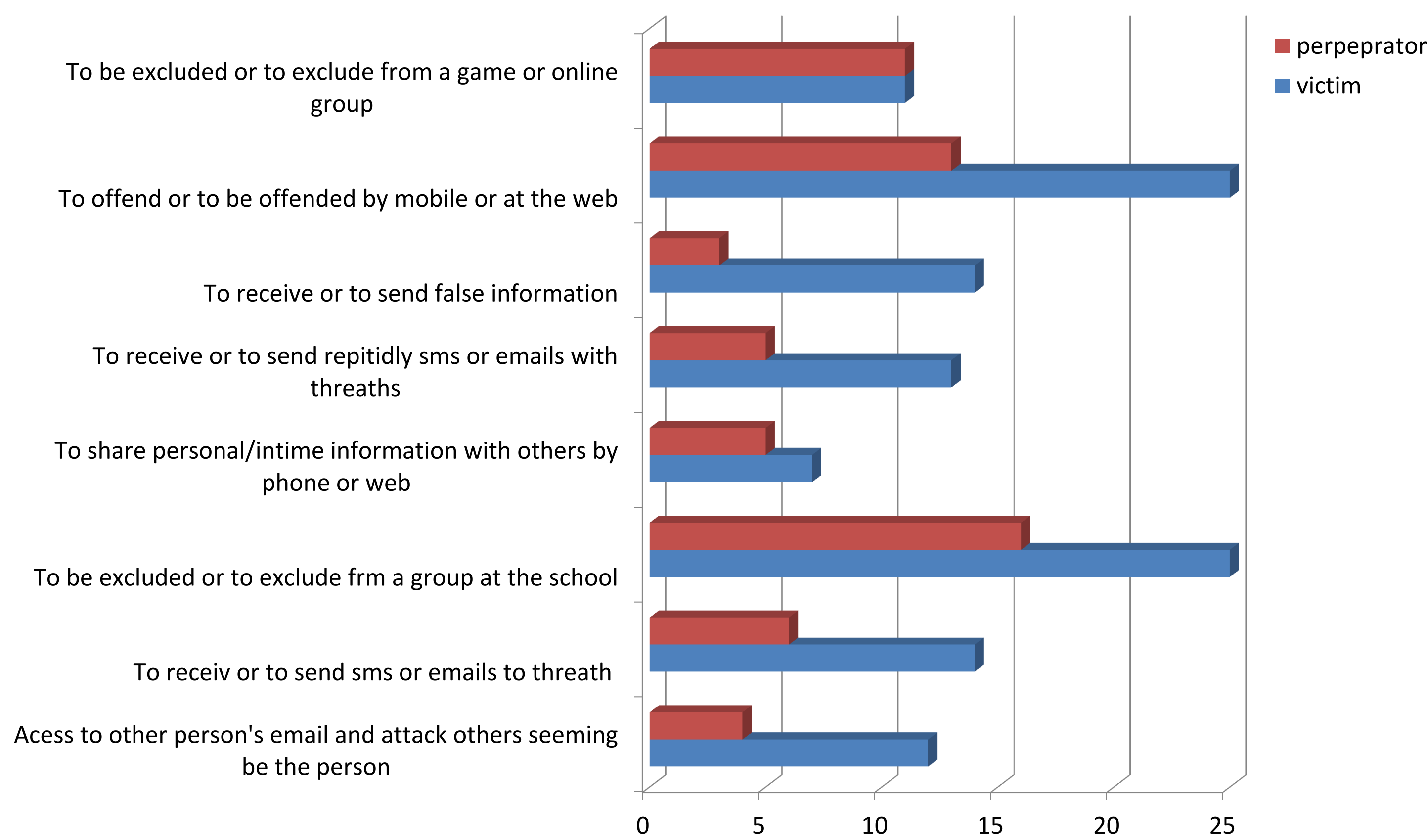


Figure 3. Percentage of double role as victim or perpetrator

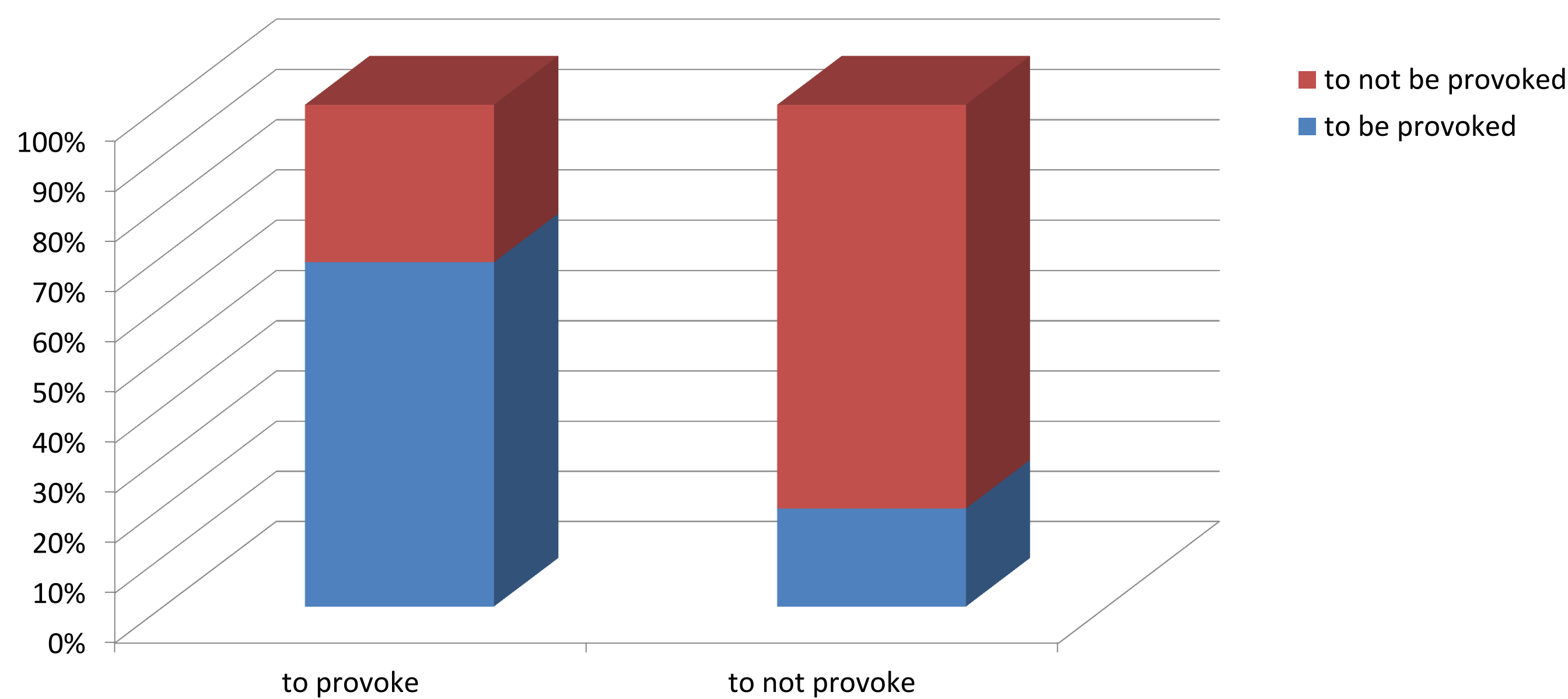


Figure 4. Comparison of anxiety, depression and stress means according the role

